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ABSTRACT

This case study, undertaken as part of a Unesco survey of its member states, documents facilities and services for the education of disabled persons in the Philippines. The case study reports that Philippine children and youth with special needs are provided with access to educational opportunities that develop their potential and enable them to become productive members of society and to live meaningful and fulfilling lives. The philosophy, concepts, and commitments required to operationalize these aspirations are embodied in legislation, educational planning, and allied services. The case study describes: (1) policy objectives, philosophy, and goals; (2) legislation; (3) administration and organization at the national and regional/division levels; (4) special education provision (range of services, identification and assessment of children with special needs, admission to special education services, organization of services, curriculum and teaching strategies, and teacher training); (5) finance; and (6) research and development. (JDD)

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A Case Study on Special Education

in

THE PHILIPPINES

UNESCO
1988

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A Case Study on Special Education
in
THE PHILIPPINES

Prepared for Unesco by

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Bureau of Elementary Education,
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ED.88/WS/14

COUNTRIES WHO HAVE CONTRIBUTED TO THE QUESTIONNAIRE

ALGERIA
ARGENTINA
BARBADOS
BOTSWANA
BRAZIL
CAMEROON
CHILE
CHINA
CONGO
COSTA RICA
CUBA
CZECHOSLOVAKIA
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ECUADOR
EGYPT
EL SALVADOR
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GERMAN DEMOCRATIC REPUBLIC
GERMANY, FEDERAL REPUBLIC OF
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ZIMBABWE

COUNTRIES WHO HAVE CONTRIBUTED CASE STUDIES

CHILE
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PHILIPPINES
SRI LANKA
YUGOSLAVIA

Preface

With a view to updating information on the present situation of special education in Member States in 1986-1987, Unesco undertook a review of the legislation, administration and financing of facilities and services for the education of disabled persons.

The information was collected in two ways.

First, sixty countries from the different regions of the world completed a questionnaire; their replies were reproduced and analysed, and can be found in a Unesco document: *A Review of the Present Situation of Special Education*. Second, twelve countries prepared each a case study which further elaborates and complements information contained in the questionnaire. These have been reproduced individually.

While the compiled information provides an indication of progress made since the first study published by Unesco in 1971, *A Study of the Present Situation of Special Education*, it is also intended to provide a data base from which future programmes could grow. Thus the information will be of assistance to policy-makers, planners, administrators and specialists in special education and will hopefully foster the exchange of experiences and lead to increased education provision for disabled persons.

The case studies, prepared under contract with Unesco, should be considered as information documents requiring continual revision and updating. A list of the countries which contributed case studies, as well as those which replied to the questionnaire appear on the preceding page.

The views expressed in this study are those of the individuals concerned with its preparation and do not necessarily reflect those of Unesco.

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INTRODUCTION

In a country such as the Philippines which guarantees maximum self-realization to all its citizens, children and youth with special needs are provided with access to educational opportunities that develop their potential and enable them to become productive members of society and to live meaningful and fulfilling lives. The philosophy, concepts and commitments required to operationalize these aspirations are embodied in legislation, educational planning and allied services for all children and youth in general, and for those with special needs in particular.

SECTION I. POLICY OBJECTIVES, PHILOSOPHY AND GOALS

The Department of Education, Culture and Sports through the Special Education Division of the Bureau of Elementary Education and the special education units in the various regions of the country addresses itself to the following concerns:

1. General education and special education uphold the basic principle that the child with special needs has the same rights to acceptance, understanding and education as any other Filipino child.
2. Special education's concern is the optimum development of the individual child to become a skillful, free and purposive person, able to plan and manage his own life and attain his highest potential in society.

The specific concerns of special education are: (1) the formulation of policies and guidelines for planning, managing and evaluating special education programmes; (2) the setting up and development of appropriate programmes where the needs exist; (3) the development and maintenance of resources and linkages: (4) the establishment of the parameters of programmes and services for learners and personnel; (5) research for the promotion of new knowledge or education and psychological aspects of special education.

Article I of the Philippine Policies and Guidelines for Special Education approved by the Secretary of Education, Culture and Sports enumerates the philosophy, goals and objectives of special education in the country.

SECTION 1. The State shall promote the right of every individual to relevant quality education regardless of sex, age, creed, socio-economic status, physical and mental condition, social or ethnic origin, political and

other affiliation. The State shall therefore promote and maintain equality of access to education as well as the enjoyment of the benefits of education by all its citizens (BP Blg. 232).

SECTION 2. Every child with special needs has a right to an educational programme that is suitable to his needs. Special education shares with regular education basic responsibilities of the educational system to fulfil the right of the child to develop to his full potential.

SECTION 3. Special education shall aim to develop the maximum potential of the child with special needs to enable him to become self-reliant and shall be geared towards providing him with the opportunities for a full and happy life.

SECTION 4. The specific objectives of special education shall be the development and maximization of learning competencies, as well as the inculcation of values to make the learner with special needs a useful and effective member of society.

SECTION 5. The ultimate goal of special education shall be the integration or mainstreaming of learners with special needs into the regular school system and eventually in the community.

At present special education is a significant component of the Philippine educational system both in the public and private schools. Socio-civic community and parent groups extend financial and support services to school-based programmes. Despite the various economic, social, political and educational concerns of the government, special education continues to receive support. However, less than one per cent of the projected disabled population is in school today. The great majority of children and youth are left unidentified in the cities, provinces, towns and villages of the country.

Policy supports

Medical policies. Explicit provisions concerning the medical and rehabilitation needs of employees, particularly in the area of occupational health and safety, are incorporated in the Labour Code. Although these provisions already fall under the administration of the labour authorities as part of the national labour and employment scheme, they are classified as medical in nature since their end is to ensure the health and safety of employees.

Book IV of the Labour Code ensures the health, safety and social welfare of employees. Chapter I of Book IV provides for the maintenance of health structures within an establishment. The provision calls for the availability of a hospital, physician and first-aid treatment in case of emergency. The Labour Code provides that a health programme be appropriately designed by the company physician for the benefit of the employees, including dental services. Chapter II of Book IV of the Labour Code mandates industries and establishments to install safety and health accommodations or to adopt measures to safeguard their employees against occupational hazards and accidents. Research to develop innovative methods, techniques and approaches in dealing with occupational safety and health problems is another area emphasized. Likewise, provision is made for the implementation of training programmes to increase the number and competence of personnel.

The Code's chapter on Employees' Compensation and the policies set forth in the State Insurance Fund Law (as amended by PD 626) stipulate terms and conditions whereby an injured employee shall be entitled, through the system that covers him, the Social Security System or the Government Service Insurance System (SSS or GSIS), to medical services during the subsequent period of his disability. These services shall include surgical treatment and hospitalization, and, if he has been handicapped by his injury, the appropriate technical equipment to help him become physically independent. If after physical rehabilitation the individual is still unable to earn his livelihood, he is entitled to a balanced programme of remedial treatment, vocational assessment or re-training to restore or develop to the highest possible level his mental, vocational and social potential and to re-instate him in the work force.

Medical rehabilitation not covered by provisions of the Labour Code is, to a large extent, covered by the general services under the National Health Plan.

Employment policies. The new State Insurance Fund Law stipulates the conditions governing remuneration for injury or illness. In case of permanently incurred disability, a person shall receive his disability benefit payments on a monthly basis. Since the process of securing these benefits has been modified, it is now the employer who has to report work-connected injury or illness, and the resulting disability, to the system

concerned (SSS for private-sector workers, GSIS for government workers). The system undertakes the rest of the process for the beneficiary.

Another feature of the new compensation system is its expanded categories of employers required to give disability remuneration, which include every employer with at least one employee, regardless of the amount of capitalization.

With respect to the employability of the disabled, Chapter III of Book II of the Labour Code provides that disabled persons shall be employed when their employment is necessary to prevent curtailment of employment opportunities, and when it does not create unfair competition in labour cost or impair or lower working standards. Under the Code, disabled persons may be hired as apprentices or learners if their handicap is not such that it would impede the operations in the particular line of work for which they may be hired.

On employable disabled children, the Child Welfare Code (Art. 108) of 1974 provides that they be referred to concerned agencies which shall give vocational guidance and rehabilitation services.

For disabled persons who cannot be absorbed by the normal employment market, the Vocational Rehabilitation Act (RA 1179/1954) was formulated. Under this act, rehabilitative workshops for the disabled have been established with the involvement of the private sector.

Social policies. One instrument of social policy is the Mendicancy Law of 1978 (PD 1563) which is intended to establish an integrated system for the control and eradication of mendicancy. This concerns the disabled in the sense that many of them use their disability as a justification for mendicancy.

In February 1983, Congress passed the Accessibility Law or Batas Pambansa Blg. 344. This is an act to enhance the mobility of disabled persons by requiring certain buildings, institutions, establishments and public utilities to instal facilities and other devices. The implementing rules and regulations have been formulated setting forth minimum requirements and standards to make buildings, facilities and utilities for public use accessible to disabled persons pursuant to the objectives of the Accessibility Law.

Massive information campaigns are being conducted to generate public awareness and ensure effective and efficient compliance with, and implementation of, the law.

Public administration

Recognizing the vital importance of disability prevention, rehabilitation and equalization of opportunities for disabled persons, the Philippine government has enunciated a national policy establishing and developing a comprehensive and co-ordinated approach to the disability problem. This concern was manifested through the promulgation of Presidential Decree 1509 as amended by PD 1761 establishing the National Commission Concerning Disabled Persons (NCCDP) to act as the 'central authority that will direct, coordinate and integrate planning, management and implementation of all activities, national and local, private and public, pertaining to the welfare of the handicapped'.

In line with its mandate, the Commission, in co-ordination with concerned ministries and agencies, prepares integrated and comprehensive annual national plans of action that embody the co-ordinated strategies and programmes of both the government and the private sector to contain the problem of disability in the country. The goal of each national plan envisions reduction of the social and economic cost of disability in general and promotion of socio-economic development goals of the country in particular.

SECTION II. LEGISLATION

The dignity of every Filipino and full respect for his rights are guaranteed by Section 11 of the State Policies of the 1986 Constitution of the Republic of the Philippines. Article XIV - Education, Science and Technology, Arts, Culture and Sports - provides under Section 1 that 'the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.' Section 2 further guarantees the provision of training in civics, vocational efficiency, and other skills for adult citizens, the *disabled*, and out-of-school youth.

Presidential decrees that protect the rights of disabled youth and adults include sections in the election code, medical care, social services, control and eradication of mendicancy, among others.

The Department of Education, Culture and Sports has issued a number of memoranda, bulletins and circulars that pertain to educational provisions for children and youth with special needs, teacher training, state scholarships, special olympics, survey programmes, reduction of attitudinal barriers in respect of the disabled, and annual celebrations on the different areas of special education.

In addition to the special laws which created the special schools and institutions, the mainspring of the educational programmes, projects and policies for children with special needs in the Philippines have been derived from the following legal mandates:

1. *The Philippine Constitution* specifically provides that it shall be the responsibility of the state to 'establish and maintain a complete, adequate and integrated system of education relevant to the goals of national development' (Section 9 (1), Article XV).
2. *The Civil Code of the Philippines* (Articles 356 and 359) provides that every child has the right to live in an atmosphere conducive to his physical, moral and intellectual development.
3. *Republic Act 3562* - An 'Act to Promote the Education of the Blind in the Philippines' which was passed in 1963 established the Philippine National School for the Blind, a training programme to train teachers of the blind and the Philippine Printing House for the Blind, and likewise launched the integrated programme of education for the blind.
4. *Republic Act 5250* - An 'Act Establishing a Training Program for Teachers of Special and Exceptional Children in the Philippines' provided for the training of teachers for the mentally retarded, the crippled, the deaf and hard of hearing, speech defective, the socially and emotionally disturbed and the gifted. It was passed in 1968. Sometime in the early 1980s, this special law was terminated. Its special provision was taken over the the MECS Integrated Scholarship Program.
5. *Presidential Decree No. 603* - More popularly known as the Child and Youth Welfare Code, this decree, which was signed on 10 December 1974 and became effective on 10 June 1975, emphasized that specialized educational services shall be expanded and improved to provide opportunities to disabled children equal to those given normal children. It states: 'Where needs warrant, there should be at least

special classes for the physically handicapped. The mentally retarded, the emotionally disturbed, and the specially gifted. The private sector shall be given all the necessary inducement and encouragement to establish such classes to schools' (Article 74, Title III, Chapter I).

6. *Education Act of 1982.* This act reinforces earlier educational policies and mandates. A portion of its Basic Policy is quoted below: 'The State shall promote the right of every individual to relevant quality education, regardless of sex, age, creed, socio-economic status, physical and mental condition, racial as well as ethnic origin, political or other affiliation. The State shall promote and maintain equality of access to education as well as the enjoyment of the benefits by all its citizens'.

7. The most recent national education policy is embodied in the 1986 Constitution of the Philippines, Article XIV, Section 1 which states that 'the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all'.

Echoes of similar concern for the disabled can be found in Section 5, paragraph 5 of the same article which stipulates that 'the State shall provide adult citizens, the *disabled*, and out-of-school youth with training in civics, vocational efficiency and other skills'. Section 11 of Article XIII runs: 'The State shall adopt an integrated and comprehensive approach to health development which shall endeavor to make essential goods; health and other social services available to all people at affordable costs. There shall be priority for the needs of the underprivileged sick, elderly, disabled, women and children'.

The categories of handicapping conditions among children and youth are mentioned but not defined in all except one of the aforementioned legal bases. Only Presidential Decree No. 603 defines the mentally retarded, the physically handicapped, emotionally disturbed and mentally ill children.

At all times, it has been left to the Department of Education, Culture and Sports to set forth the implementing rules and regulations of enacted laws which were applicable to all children of school ages 7 to 12. Elementary education is compulsory for all children of school age and studies are at present under way for the purpose of lowering the entrance age to 6 years.

Future legislation contemplated for special education has to do with improving and expanding the special education programme:

1. The establishment of an Institute for the Disabled. The school is to make available to disabled students academic and technical courses other than teacher training.
2. The establishment of a more comprehensive special education programme that will include the following areas of concern: teacher training, preparation of instructional materials including enrichment materials for the gifted, research, creation of items for personnel of special education and monitoring and evaluation.

Workers for the handicapped plan to follow up these two bills which were introduced in the defunct Congress.

SECTION III. ADMINISTRATION AND ORGANIZATION

Special education at national level

The Department of Education, Culture and Sports is vested with the responsibility for the administration and management of special education programmes and services in the country. The Division of Special Education under the Bureau of Elementary Education takes national responsibility for providing leadership and guidance over school programmes. Eventually, the Division shall limit its functions over special education to the elementary level, as soon as special education divisions are established in the Bureau of Secondary Education and the Bureau of Higher Education, to provide administrative, supervisory and consultative services at these levels in the regional offices all over the country.

The Division of Special Education has four main functions:

1. It provides the broad framework and minimum standards for use in establishing and maintaining field programmes in special education.
2. It extends assistance to field programmes in planning, establishing, maintaining and supervising such programmes.
3. It manages the Philippine Printing House for the Blind, the repository of Braille textbooks and special education materials for visually impaired learners.

4. It maintains a balanced education programme that promotes a total understanding of the problems involved in the education of these children and avoids unnecessary duplication of services.

The Division of Special Education operationalizes the aforementioned functions through the following procedures:

Administration and supervision of programmes at national level.

1. Development of policies on establishing and maintaining programmes for children with special needs.
2. Establishment of inter-linkages with public and private agencies for support services.
3. Establishment of intra-linkages with other divisions and bureaus in the Department of Education, Culture and Sports for the adequate development of special education services at all levels.
4. Preparation of bulletins, guides and memoranda.
5. Co-ordination with the Office of the Secretary of Education and the Director of the Bureau of Elementary Education.

Administration and supervision of programmes at local level. Programmes at regional level are the responsibility of the regional and division offices of the Department of Education. The Division of Special Education provides the incentive for regions to initiate and develop special education programmes through assistance in the following activities:

1. Screening, assessment and identification of exceptional children for appropriate special education placement.
2. Selection and training of teachers, curriculum development, procurement of special equipment and instructional materials.
3. Interpretation of policies and regulations.
4. Conduct of workshops, seminars and conferences for professional growth.
5. Utilization of services available from other local and national agencies

Administration of textbook programme. Under its free textbook programme, the Division of Special Education provides Braille and large-type textbooks to blind pupils, upon request from the regional or division offices.

Maintenance of a balanced educational programme. The Division of Special Education consults and co-ordinates with national, public and private agencies in the following areas of allied services:

1. diagnosis, treatment and rehabilitation services;
2. educational programmes in private schools;
3. personnel development in institutions of higher learning.

In turn, the division personnel act in an advisory capacity, upon request, to private groups that support special education programmes and represent the Department of Education, Culture and Sports in national professional organizations.

Special education at the regional/division level

It will be noted that the primary role of the Department of Education, Culture and Sports is one of leadership. However, such leadership needs the co-operation and support of the regional school administrators, teachers, parents and community personnel to build and maintain strong special education programmes in the country.

The regional and division offices, through the directors and superintendents, hold the responsibililty for the initiation and implementation of special education programmes. The total school system is responsible for the education of children with special needs and overall effectiveness depends largely upon the leadership and co-operation of the administrative and teaching staff at regional and division level composed of the school superintendents, principals, supervisors/co-ordinators, regular and special education teachers.

The *school superintendent* as the chief administrative officer of the entire division is entrusted with the leadership role of making special education a part of the total educational structure. He recommends official policies to the local school board so as to ensure adequate special education services and interprets to division personnel special education philosophy, and procedures in programme implementation and supervision. The superintendent is the logical contact for ancillary agencies and the Division of Special Education of the Department of Education, Culture and Sports.

The *school principal* has direct supervision over school-based programmes and services for children with special needs. He creates an atmosphere of acceptance of special education within the school system mainly through mainstreaming or partial integration of exceptional children

in regular classes for those who cannot benefit from the former type of placement. He provides the physical facilities for the programme and assists the special education teacher in the procurement of special equipment and supplies. He assists the special education teacher in the dissemination of information to other teachers, students, guidance counselors, medical/dental personnel, parents and other community groups. The principal is the key person in the education of exceptional children side by side with their normal peers.

The *school supervisor/co-ordinator* is assigned to direct and supervise special education programmes either of the resource room/self-contained or itinerant type. He assists the teacher in arranging a workable district-wide schedule in consultation with the school principals and in the procurement of special facilities, equipment, books and other needs of the exceptional learners.

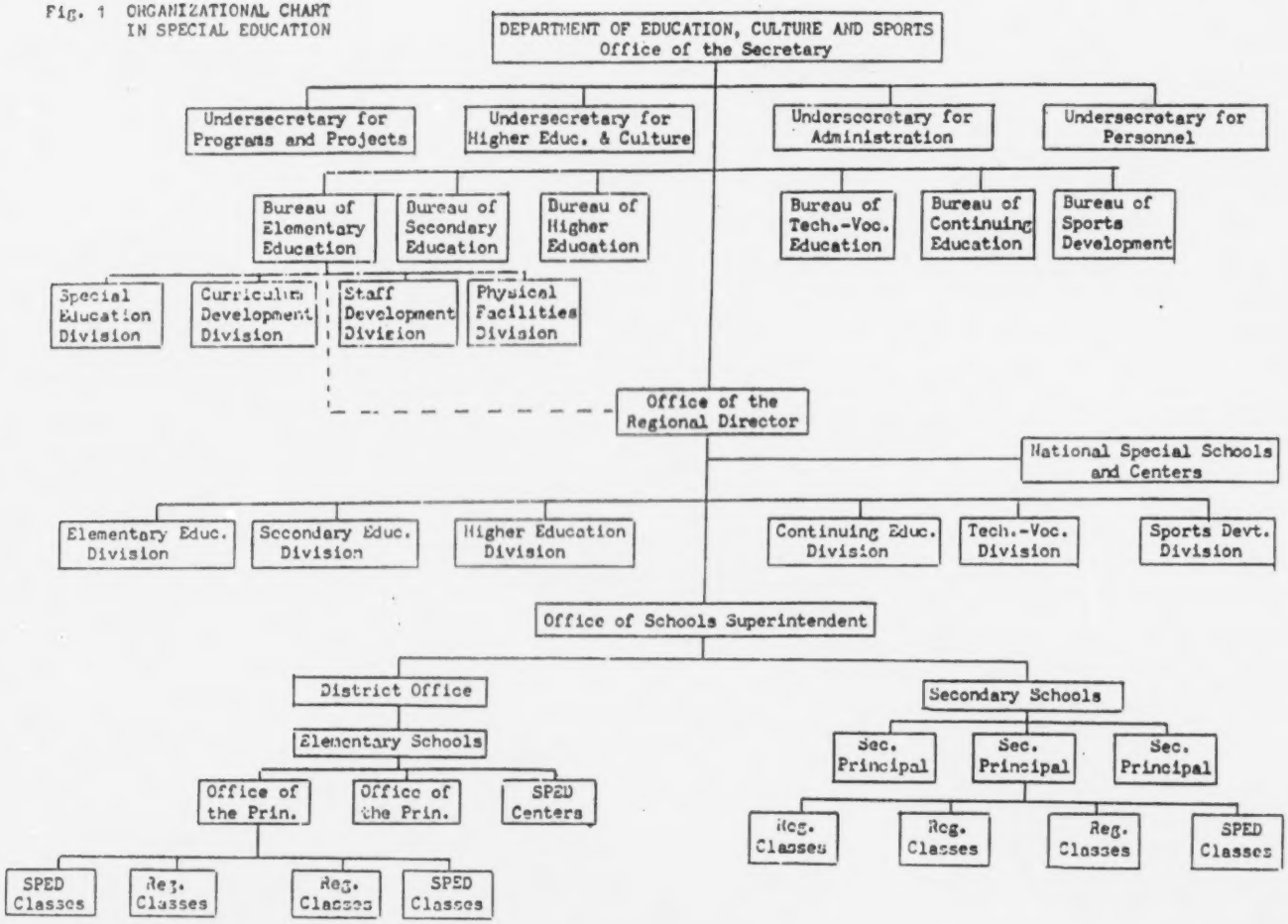
The *regular school teacher* and the *itinerant or resource special education teacher* co-ordinate their roles since they both function in areas of concern to the exceptional learner. They share the responsibilities for programme planning and for meeting the needs of the child both in the regular class and in the resource room. Since the exceptional child is enrolled in the regular class, the classroom teacher assumes responsibility for the over-all educational programme of the child. He adapts his teaching styles and procedures to enable the exceptional child to maximize his participation.

The *special education teacher* in the self-contained classes in the regular school works under the direct supervision of the school principal and the special education supervisor or co-ordinator. Special schools are administered by a principal and are under the supervision of the special education unit of the regional office. Figure 1 sets out the organizational chart for special education.

SECTION IV. SPECIAL EDUCATION PROVISION

A wide range of special education provision in alternative settings is provided by government regular schools, government special schools and classes in selected state-run institutions, and by private groups and individuals.

Fig. 1 ORGANIZATIONAL CHART IN SPECIAL EDUCATION



Range of special education services

Current enrolment data and special education services in government schools. A total of 68,792 children and youth with special needs benefit from special education classes in government-supported schools and privately-run institutions. Table 1 shows the current extent of special education provisions in public schools in the thirteen regions of the country.

Special education provisions in regular schools are of three major types: (1) full integration/mainstreaming of blind and deaf students in regular classes; (2) partial integration of the deaf in regular classes; and (3) self-contained special classes for the mentally retarded, intellectually giften/talented, those with behaviour problems, and the speech impaired.

Integration/mainstreaming programmes are carried out through either the resource room plan or the itinerant teacher plan. The resource room plan is a scheme whereby the special child is enrolled in a regular class like other children at the appropriate level, but goes to a resource room teacher who renders special instruction such as Braille reading/writing and mobility for the blind, speech-reading auditory training for the deaf, and tutorial assistance to supplement the work of the classroom teacher. For the itinerant teacher plan, a travelling teacher serves two or more schools to enable the special child to attend the school nearest his home. Under both plans, the teacher provides consultative services to the regular teacher and other school personnel, prepares special instructional materials and assists in processing special textbooks and equipment.

When the child cannot benefit from full integration, then partial integration is resorted to and the co-operative class plan is implemented. Here the child receives academic instruction in communication arts, mathematics, science and social studies. He joins the regular class in some subjects, usually physical education, music, arts, work education and co-curricular activities. Whenever possible, the child is moved from partial to full integration in regular classes which usually takes place in the upper grade levels.

TABLE 1. SPECIAL EDUCATION ENROLMENT IN PUBLIC SCHOOLS

Region	Elementary												Secondary					College		Non-Formal				
	MG	FL	MR	SL	DP	HI	VI	SD	OH	LD	others	Total	MG	FL	HI	VI	Total	VI	Total	MR	VI	OH	Total
NCR	-	2093	905	973	584	421	54	655	-	-	15	5700			35	6	41						
I	-	459	29	161	-	28	7	2	-	-	46	732											
II	-	726	-	-	-	-	-	-	-	-	-	726											
III	17	8186	75	5384	7	48	7	16	1	-	-	13741								6			6
IV	554	-	105	31	76	91	43	86	40	-	-	1026											
V	-	4918	98	1763	27	24	16	4	-	-	-	6350			3	1	4						
VI	-	941	67	385	55	122	15	1	-	-	-	1586			9		9	2	2				
VII	56	3278	71	7075	-	127	21	-	-	-	-	16428	500		45	5	550	2	2		2		2
VIII	95	655	-	749	-	-	-	-	-	-	-	1499											
IX	-	1005	-	1045	-	20	-	-	-	-	-	2070											
X	-	1345	-	550	-	30	4	-	-	-	-	1937											
XI	675	2942	-	2780	25	34	-	-	-	22	-	6478	61		13		74					12	12
XII	113	2273	55	2737	-	10	-	-	-	-	-	5188											

(cont. of TABLE 1)

National Special Schools	Elementary												Secondary								College	Non-Formal					
	MG	FL	MR	SL	BP	HI	VI	SD	OH	LD	others	Total	MG	FL	BP	HI	VI	OH	others	Total	VI	Total	MR	HI	VI	OH	Total
Phil. National School for the Blind						271	48					48					77			77							
Phil. School for the Deaf						271						271				186				186				11			11
Natl. Orthopedic Hosp. School for Crippled Children									55			55						40		40						3	3
Jose Fabella Memorial School					1444							1444			1078					1078							
Child and Youth Research, Center			31									31															
Bagong Silang Special School			20									20							160	160							
Elsie Gaches Village			43									43															
Molave Youth Hall					23							23			20					20							
National Training School for Girls					18							18															
National Training School for Boys					59							59			91					91							
Nayon ng Kabataan							4				109	113							12	12							
Reception and Study Center for Children											21	21															
Drug Abuse Rehab. (DARE)																			99	99							
National Bureau of Investigation Rehab. Center																			49	49							
TOTAL	1510	33021	1499	24433	2318	1234	219	764	96	22	191	66107	61	500	1189	291	89	40	320	2490	4	4	6	11	2	15	34

SUMMARY:

Elementary - 66,107 Seconiary - 2,490 College - 4 Non-Formal/Non-Grader - 34 TOTAL - 68,635

Severely or multiple-impaired children and intellectually gifted learners are educated in self-contained groups through the academic areas although the learners participate in the non-academic and co-curricular activities of the regular school.

A growing alternative service delivery system is the Special Education Centre which holds clusters of classes for different children with special needs within a regular school. Itinerant, resource-room services, special and co-operative classes are held in the special education centres instead of the regular classrooms in the school. Classes at a SPED centre range from three to more than twenty, depending upon the population and affluence of the community. The school-within-a-school concept receives much support from parents of the children themselves and from civic and social community organizations. The centre is administered by a principal and operates according to the rules and regulations that govern a regular school.

Government special schools services and provisions in selected institutions. Special schools serve one type of exceptional children and operate as either day or residential/boarding schools or as a combination of both. Although special schools are specifically for children with severe or multiple disabilities, mild and moderate cases who will benefit from the family atmosphere and set-up of the residential school are accepted. The physical plant is designed for the type of children being served. Only trained special education teachers and ancillary personnel are employed. In addition, a comprehensive array of medical, psychological services, social, spiritual activities are provided.

Special education services are extended by the Department of Education, Culture and Sports to children in some government institutions such as the Elsie Gaches Village (for the MR) under the Department of Social Welfare and Development, certain hospitals under the Department of Health, research centres, and even private rehabilitation centres for drug-dependent youth.

Private special schools. Some of the day special schools are privately run, although they are supervised by the Department of Education, Culture and Sports. The implementing rules and regulations of Republic Act 3562, the 'Act to Promote the Education of the Blind', enforced in August 1963, officially promoted the integration of blind and other handicapped children in the public schools. The laws, memoranda, bulletins and circulars discussed

in Section II, give the legislative basis for programme implementation. The Department of Education, Culture and Sports provides for 85 per cent of the children currently receiving special education services, while private groups and organizations take care of 12 per cent of these children, the remainder being divided between other government departments and voluntary agencies.

Early intervention, pre-school, post-school and adult education programmes. Pre-elementary education is not a legal provision in the formal educational system. However, the Department of Education, Culture and Sports grants permits to private institutions for pre-school handicapped children. Public special schools and classes for handicapped children extend pre-school services where staff and facilities are available.

Discussions with government and non-government organizations are presently being held in connection with programmes for post-school continuing and adult education for the disabled with the NCCDP as the lead agency.

Community-based rehabilitation programmes are organized by the NCCDP, the Department of Social Welfare and Development, and the Department of Education, Culture and Sports for literacy, skills development, income-generating and livelihood purposes.

To bridge the transition from school to adult and working life, the NCCDP, the Bureau of Rehabilitation of the Department of Social Welfare and Development, the Bureau of Continuing Education of the Department of Education, Culture and Sports, public and private schools and organizations offer training programmes in the field of vocational and technical education to out-of-school youth and adult disabled persons. Such training is organized by rehabilitation workers and teachers designated by these agencies.

Summarily, special education provisions are available for the blind, deaf, mentally retarded, intellectually gifted, speech impaired, crippled and children with behaviour problems. Few provisions are available for severely and multiple-handicapped children and those with learning disabilities. The number of children with special needs in school is less than one per cent of the total number of those who are projected to be unidentified in their homes or in regular schools.

TABLE 2. SPECIAL EDUCATION ENROLMENT IN PRIVATE SCHOOLS

SCHOOL	Elementary								Secondary				College		Non-Formal			
	MR	HI	VI	OH	BP	LD	Others	Total	MR	HI	VI	Total	HI	Total	MR	HI	VI	Total
NCR																		
Philippine Association for the Deaf		74						74		47		47				3		3
Southeast Asian Institute for the Deaf		111						111		28		28				3		3
St. John Maria de Vianney	32							32	22			22						
Life Spring Christian School	61							61							1			1
St. Joseph of Cupertino	80							80										
Montessori House Inc.						43	37	80										
Elks Cerebral Palsy				33				33										
Tahanan na Walang Hagdan				20				20										
Region I																		
St. Louis School Campo Filipino			22					22										
Region III																		
Bible Institute for the Deaf		38						38										
Region IV																		
DEAF Evangelistic Alliance Foundation, Inc.		111						111		30		30	25	25				
Region V																		
Bicol Good Samaritan School for the Deaf		73						73										

(cont. of TABLE 2)

SCHOOL	Elementary								Secondary				College		Non-Formal			
	MR	HI	VI	OH	BP	LD	Others	Total	MR	HI	VI	Total	HI	Total	MR	HI	VI	Total
Region VI																		
Sunshine Center	26	24						50										
St. Martin de Porres	21	28						49										
Southern Islands Hospital				10				10										
Don Bosco Boys Home					57													
Region XI																		
Davao Rehabilitation Center and School for the Blind			76					76			15	15						
TOTAL	220	459	98	63	57	43	37	977	22	105	15	142	25	25	1	6		7

SUMMARY:

Elementary -	977
Secondary -	142
College -	25
Non-Formal -	7
	1,151

Identification and assessment of children with special needs

A system of early identification and assessment which is an existing component of programme administration and a built-in feature of the teacher-training programme is available. Children with special needs are located and assessed for educational services at the national, regional and division levels through existing diagnostic resource centres in the regions and referral services in the community. The team approach is utilized, with the team composed of school and ancillary personnel who have at least a working knowledge and understanding of special children like regular and special education teachers, guidance counselors, school health and social workers, parents and qualified laymen in the community. Locally developed assessment tools and instruments comprise the battery of identification materials. In the absence of formal psychological services, laymen in the community are asked to accomplish a checklist of easily observable traits and behaviour of such children as the basis for locating them. As soon as they are located, qualified school personnel administer the assessment tools to determine the personal, social, behavioural and learning characteristics of the child. Whenever possible, difficult cases are referred to clinical psychologists and other allied professional practitioners.

Early detection of disabilities in pre-school years is made when parents, teachers and community health workers refer cases to hospitals, health clinics, puericulture centres and special education centres. Otherwise, no provisions exist for the early compulsory diagnosis of disabilities.

Admission and organization of special education services

As discussed in Section I, legislative provisions ensure that all schools admit exceptional children for whom adequate facilities and services can be made available. At the elementary level, the child's entrance may be earlier or later than the compulsory age of seven years. The child may also be admitted during the beginning of the school year, except in extraordinary cases when he may be admitted any time during the school year. Grade placement is determined by the synthesis of the identification and diagnostic information.

At the tertiary level, admission requirements for regular students apply to disabled students, including passing of the National College Entrance Examination. The rules and regulations governing accreditation and equivalency programmes of the Department of Education such as the Philippine Educational Placement Test, apply equally to disabled students.

In the organization of special education services, the Office of the Superintendent of the region assists the local school district. Certain credentials have to be met: acceptance of the philosophy and objectives of special education by the school authorities; availability of trained teachers for the specific area; availability of screened and assessed children; co-operation of parents; availability of funds, equipment and facilities, and availability of ancillary services. The last two criteria equally exist within the regular school programme.

For maximum efficiency, class size is recommended as follows:

Exceptional characteristic	One-grade level	Multi-grade or multi-level
Gifted/fast learner	30-35	20-25
Mentally retarded	8-15	8-10
Blind	7-10	5-6
Deaf	7-15	6-8
Behaviour problems	15-20	7-12
Orthopedically handicapped	10-15	10-15
Multiple handicapped	5-8	5-6
Speech defective	10-15	10-15
Learning disabled	7-10	5-6

In the integrated plan, only one or two children with the same or different impairment are enrolled in the same regular class. Promotion to a higher grade follows essentially the same scheme as for normal children. Certain modifications are introduced in the partial integration plan wherein the special education teacher submits her own evaluation of the child to his regular classroom teacher. Besides the early progression, promotion of the gifted/fast learners is allowed through the following schemes: acceleration within the school year and the compacting of three years' attendance into

Recruitment for scholarships is nationwide. In the absence of qualified candidates, regional slots may be filled by other regions with greater need of special services.

Scholastic ratings of nominees at undergraduate level must meet the entrance requirement of the university or college, as the case may be.

Special education teachers must possess the following qualifications in addition to their degree of Bachelor of Science in Education: (a) at least eighteen units in special education, guidance and/or behavioural sciences; (b) positive attitudes, desirable personal values and commitment to children with special needs. Specific courses for associated personnel are offered in colleges and universities that may or may not have programmes in special education. These courses, however, give only basic knowledge and skills, not training for specialists in the chosen field.

Programmes/services for disabled persons

Medical services. Medical rehabilitation services, though so far limited in reach and technology, are available through the Department of Health. For the physically disabled, the National Orthopedic Hospital and the Baguio General Hospital render rehabilitation services consisting of psychological evaluation through interviews and aptitude tests to determine the patient's capabilities for physical therapy, occupational therapy and vocational training. The former institution runs a shop that provides prosthetic parts and equipment as required by prescription.

The Department of Health also maintains services for other forms of disability. In the country's leprosaria, there are occupational therapy programmes aimed at integrating the rehabilitation activities under the general health services. The National Mental Hospital conducts similar services for the mentally ill and its recovered patients.

The Department also takes part in the rehabilitation of drug addicts, nutritionally deprived children and tuberculosis patients. As in the National Orthopedic Hospital School for Crippled Children, the Department of Education, Culture and Sports provides specially trained teachers for children confined in the above-mentioned hospital and in rehabilitation centres.

Other government agencies not under the Department of Health but which operate rehabilitation programmes are the Philippine General Hospital (PGH), the Quezon Institute, and the Armed Forces. The PGH runs the School of Allied Medical Professions at the University of the Philippines. Through its Department of Rehabilitation, it maintains a clinic training facility for physical, speech, and occupation therapists. The Quezon Institute has physical therapy services for its patients, while the Armed Forces have facilities at the AFP Medical Centre and the Veterans Memorial Medical Centre which provide medical services for military personnel and war veterans only.

The Department of Social Welfare and Development operates and maintains facilities for both medical and social services for disabled groups all over the country. One such facility is the Elsie Gaches Village which is a national training centre for the mentally retarded.

The private sector has set up hospitals/clinics which have rehabilitation or, at least, physical therapy services in other areas of the country, mostly in Metro Manila and large urban centres. Aside from these hospitals and centres, there are a number of private associations which render medical services with support from international organizations. One of them is the Foster Parents Plan.

Community-based rehabilitation is now being conducted in six selected sites in the country. The programme's general concept is to effect self-rehabilitation by training disabled persons themselves and members of their families in the rehabilitation procedures. This kind of training is undertaken by trained community workers.

Through its Education Committee, the National Commission Concerning Disabled Persons gives direct financial assistance to poor disabled students who are interested in pursuing academic or technical courses at the tertiary level. Selection of scholars is highly competitive and rules and regulations must be strictly followed.

Worthy of mention here because of its important contribution is the Manila Guidance Testing Centre established on 2 June 1976 by the Division of City Schools, Manila. The Centre functions as a development centre for psychological tests and guidance materials; as a diagnostic centre for atypical children enrolled in the Division of City Schools, Manila; as a training centre for guidance and special education personnel; and as a

centre for consultancy by other agencies and other divisions on matters relative to its functions such as the selection, training and assessment of personnel, research and innovations in guidance and special education techniques. The Offices of the Secondary Guidance and Counseling Service, the Special Education Service and the Psychological Testing Unit are housed in this Centre.

The Special Education Section of the Centre consists of several supervisors for each disability who make periodic visits to the schools and are available for consultation. The Psychological Testing Unit serves in test construction, administration and interpretation, as well as in areas of research. To date, it has accomplished a series of long- and short-term research projects; constructed, validated and adapted psychological test materials for use by the Filipino child; participated in the staff development programmes of the Division; and served as consultant to outside agencies on matters pertaining to psychological testing. It serves the Manila area and charges no fees although it accepts donations.

SECTION V. FINANCE

Funds necessary to operate the public schools come from the national, provincial, municipal and city governments. The elementary grades are financed by the national government. The provincial board or city council and some municipal councils make appropriations for the secondary schools. The principal source of support of these schools consists of the tuition fees paid by the students.

Since special education is a feature of the regular school programme in the divisions/schools, it shares the budget allocation of the division/school where the special class/centre is organized. National special schools receive separate appropriations for their operation and maintenance. Voluntary organizations, if any, contribute to incidental expenses incurred by the schools.

The national, provincial and local authorities do not give financial assistance to voluntary organizations. Assistance to voluntary organizations usually comes from projects funded by such world organizations as WHO, UNICEF, Unesco, etc. When requested, the Department of Education,

Culture and Sports provides accommodation and trained teachers for disabled learners receiving financial assistance from private organizations.

Education in public elementary and some secondary schools is free. Parents contribute to pre-determined government-supported fund drives like the Girl and Boy Scouts, Red Feather (TB), Community Chest and the Red Cross. They provide their own children's uniforms, books and workbooks and other school supplies.

Private schools require payment of tuition and other fees, books and workbooks, uniforms, etc. and such other contributions that the school needs with the pre-approval of the parents/guardians of the pupils. They also contribute to government-supported fund drives.

SECTION VI. RESEARCH AND DEVELOPMENT

The construction and validation of screening tools for children with physical and mental deficiencies was one of the projects of the ASEAN Development Education Project (ADEP), a sub-project on special education in 1981, in co-operation with the Australian government. *The Philippine Screening Device for the Mentally Retarded, the Visually Impaired, Hearing Impaired and the Orthopedically Disabled* prepared for the use of non-professional and professional workers of the disabled is currently being tried out to explore its effectiveness in respect of exceptional learners.

Another recent development in work for the disabled has been the formation of the Multi-Disciplinary Child and Adolescent Unit (MCAU) at the PGH. The Unit provides a comprehensive multi-disciplinary approach to the development problems of children, particularly to children with the following problems: language disorders, disorder in motor functions (from gross motor delay to problems of co-ordination and fine motor control), learning disabilities (reading/writing), behavioural problems, i.e. hyperkinetic child syndrome, attention-deficit disorder (ADD), the autistic child, conduct disorders, mental retardation and perceptual learning, visual and tactile defects. It also screens and assesses high-risk babies for possible developmental problems and develops screening programmes for identified problems.

The team consists of an adolescent pediatrician, developmentalist,

endocrinologist, geneticist, intensivist, neonatologist, neurologist, orthopedic surgeon, psychiatrist, and rehabilitation medicine specialist.

A nationwide survey of exceptional school-age children was conducted from July 1979 to December 1982 for the purpose of establishing more accurate information on the national prevalence of school-age gifted and handicapped children in the country which will serve as baseline data for designing special education services and programmes. Initial funding came from the National Board of Education and later from the Bureau of Elementary Education when the former was abolished in 1981.

Of the 126 school divisions in the country, 118 were surveyed. Twenty-five per cent of the total number of schools in each school division was sampled, giving a total of 1,024 elementary and secondary schools. Of the total number of cases examined in these schools (907,094), 108,754 (or 11.90 per cent) were found to be either gifted or handicapped. Table 3 indicates the specific categories of exceptionalities surveyed and the corresponding comparative figures on Philippine prevalence and universal estimates in percentage figures.

Table 3. Exceptional characteristics and corresponding Philippine prevalence and universal estimates

Exceptional characteristic	Philippine prevalence (%)	Universal prevalence (%)
Gifted/fast learners	4.38	3.0
Mental retardation	5.47	2.3
Behaviour problems	.219	2.0
Visual impairment	.130	2.0
Hearing impairment	.504	.575
Defective speech	.552	3.5
Orthopedic impairment	.227	--
Special health problems	.507	0.5

Table 3 indicates a higher percentage of the mental retarded compared to the gifted. This could be attributed to malnutrition, lack of educational awareness or inability to read.

The presence of gifted and handicapped children in the country requires a responsive educational setting: adaptive teaching techniques, adaptive instructional materials, resource room assistance and other supportive services which are barely available at all educational levels. Further, as noted, there are very few alternatives designed for special education services or programmes.

Curriculum development is currently receiving the greatest attention. Following are the curriculum materials that have been prepared:

For the visually impaired (to be used nationwide in June 1987)

Learning the English Braille Code

Learning the Filipino Braille Code

Learning the Nemeth (Mathematics) Code

Orientation and Mobility

For the hearing-impaired (to be used nationwide in June 1987)

Rhythm

Auditory Training

Speech and Speech Reading

Communication Arts

For children with behaviour problems (to be tried out from June 1987 to February 1988)

Communication Arts (English)

Elementary Mathematics

Sibika at Kultura (Civics and Culture)

Learning Strategies

For the mentally retarded (to be tried out from June 1987 to February 1988)

Communication Arts (English and Filipino)

Social Competencies

Pre-vocational and Vocational Skills

Motor and Recreational Skills

Elementary Mathematics

Sibika at Kultura (Civics and Culture)

Other recent publications:

Filipino Braille Made Easy, 1985

Handbook in Special Education, 1985

Policies and Guidelines for Special Education, 1986.

Problems

Funds are inadequate for the solution of needs such as: (a) greater support to training of teachers and other personnel; (b) preparation of instructional materials; (c) establishment of more special schools to work hand in hand with the mainstreaming programmes; (d) establishment of diagnostic centres in at least the regional centres; (e) creation of field positions of supervisor in special education.

Indifference of school administrators to the needs of exceptional learners in the face of conflicting demands for limited resources also poses a problem.

Future plans

Follow-up enactment of the following proposed bills: (a) the establishment of a more comprehensive education programme for disabled learners and provision of the necessary funds; (b) the establishment of the Institute for the Disabled.

Follow-up to implementation of the Policies and Guidelines for Special Education.

Implementation of the Accreditation Standards for Special Schools in the Philippines.